

1987

4-H 268 The Sitter : Leader Guide

Follow this and additional works at: <http://digitalcommons.unl.edu/a4hhistory>

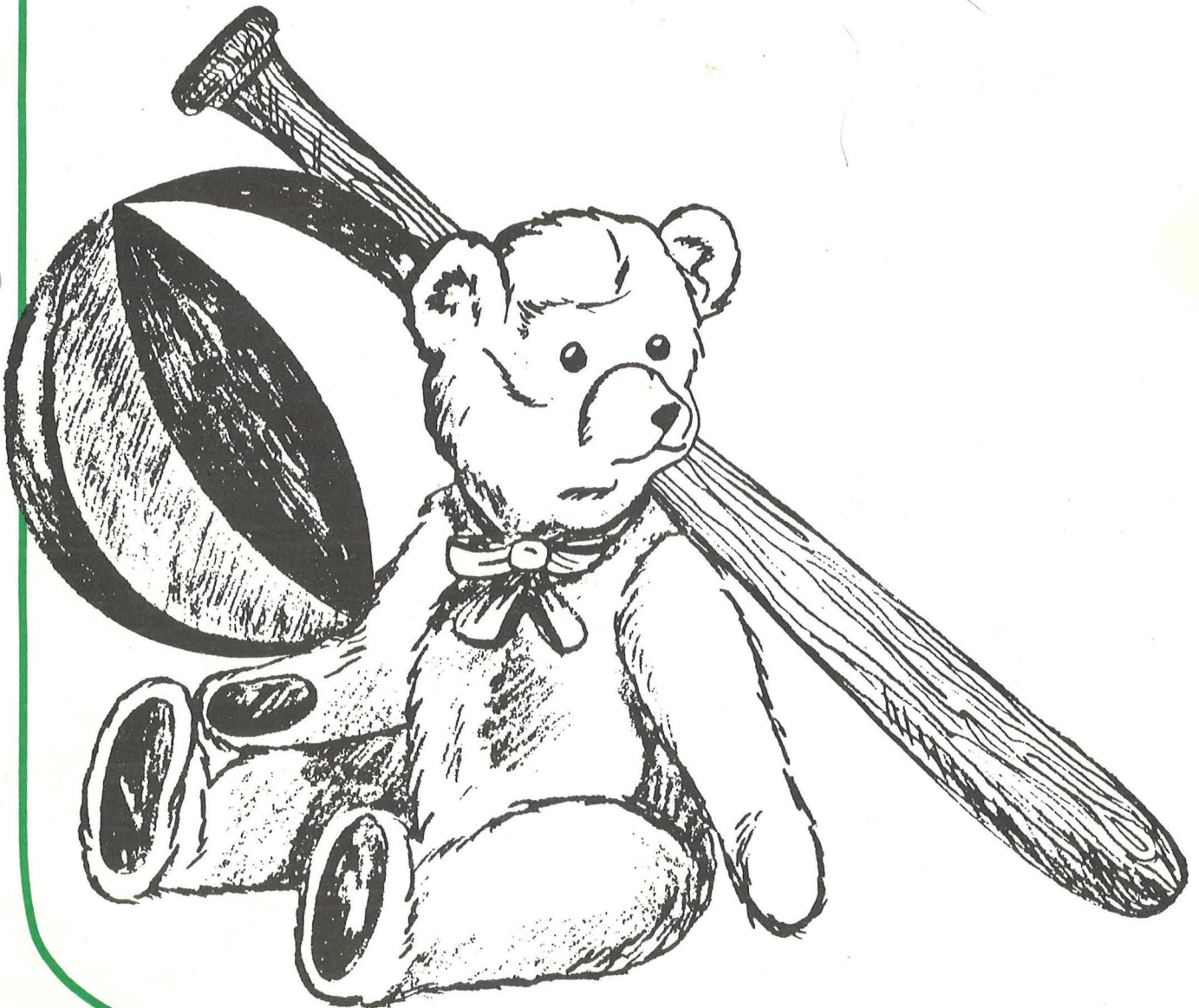
"4-H 268 The Sitter : Leader Guide" (1987). *Nebraska 4-H Clubs: Historical Materials and Publications*. 361.
<http://digitalcommons.unl.edu/a4hhistory/361>

This Article is brought to you for free and open access by the 4-H Youth Development at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Nebraska 4-H Clubs: Historical Materials and Publications by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.



Leader Guide

THE SITTER



Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Leo E. Lucas, Director of Cooperative Extension Service, University of Nebraska, Institute of Agriculture and Natural Resources.



CONTENTS

An Open Letter to Leaders	ii
Introduction to the Project	iii

Part I (Year 1) **The Job**

Lesson 1: Baby-Sitting Is—	
Meeting 1: Lesson Organization	2
Meeting 2: Sitting—A Responsible Job	4
Meeting 3: Typical Sitting Tasks	6
Lesson 2: Pay Attention!	
Meeting 4: Paying Attention to the Situation	8
Meeting 5: Paying Attention to the Child	11
Lesson 3: Tips for Sitters	
Meeting 6: Making the Right Decisions	13
Meeting 7: Sitting Safely	15
Meeting 8: Do's and Don'ts	16

Part II (Year 2) **The Child**

Lesson 4: Children and Play	
Meeting 9: How Do Children Grow?	18
Meeting 10: Play-Play-Play	21
Meeting 11: Playing Safely	23
Lesson 5: Mealtimes and Bedtimes	
Meeting 12: Mealtime—Fixing and Feeding	26
Meeting 13: Stories for Children	28
Meeting 14: Bedtime—Rules, Rituals, Techniques	30
Lesson 6: Emergencies	
Meeting 15: An Ounce of Prevention	33
Meeting 16: Coping with Emergencies	35
Comments	37
Answers to Baby-Sitter's Test	38

THE SITTER—LEADER GUIDE

AN OPEN LETTER TO READERS

Dear Leader:

Congratulations on your decision to be a leader for The Sitter project. It was a good choice. Why? Because when youth agree to take care of children they take on a most important responsibility. You have chosen to help 4-Her's, and other youth, become the best informed, most capable caretakers of children they can be. You will also help them develop skills that will be useful to themselves and to others for the rest of their lives.

To become a first-rate sitter is a serious job. It is also the kind of job that can be a lot of fun and personally rewarding.

Sitting is a natural job for preteens and teenagers because:

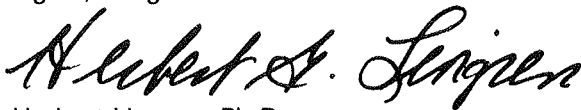
- Young children like to be around teens who like them.
- Teenagers usually like young children and often have a special knack for playing with them.
- It is a good way for them to earn money.
- It is a good way for them to develop the skills and attitudes associated with parenting.

Sitting for babies and young children is big business in the United States today. There are millions of them who need to be "looked after," and there are thousands of teenage sitters. American fathers and mothers trust teenager sitters and want them to look after their children.

You can help youth interested in sitting to become excellent caretakers of children by carefully teaching the material in The Sitter. You can help them meet critical problems and conquer them.

Your decision to be a 4-H leader for The Sitter will pay off in high dividends for America's future.

Again, congratulations!



Herbert Lingren, Ph.D.
Extension Family Life Specialist

INTRODUCTION TO THE PROJECT

Background

In earlier days, when many lived in extended families, almost every household had a “built-in” baby-sitter, like a maiden aunt, a great-uncle, or a grandma or grandpa. Today, however, as a result of our lifestyles, an “outside” baby-sitter is a real necessity. Baby-sitting has become big business and belongs more exclusively to youth than any other enterprise. Through baby-sitting, an estimated million teenagers are able to pay for a variety of things, from their own tape decks and record albums to accessories for their cars and their college tuition.

Baby-sitting is more than just an occasional part-time activity; it is a highly responsible and important job. It is probably a teenager’s very first job. Young sitters are likely to be uncertain about the job of sitting and what it means to take care of and be responsible for someone else’s children. Young sitters often have questions about what is expected; how much or how little to do; about responsibilities to self, parents, children; how to charge; how to handle the children; attitudes; and many other things.

One very important aspect of baby-sitting is the fact that those who are the sitters of today will likely be the parents of the future, and baby-sitting can be a valuable experience in preparing for the role of parent. Useful and important to learn while still young is how children grow and develop; how to work with, play with, and teach young children; and how to provide for their variety of needs in a competent manner.

This project is designed to help provide the materials, ideas, and motivations that will help youth learn and experience the following:

- What baby-sitting is all about.
- The need for maturity and responsibility in caring for children.

- The skills and techniques of child care.
- How to be an effective, knowledgeable sitter.
- That sitting can be an enjoyable and personally gratifying experience.
- Look at child care as a possible future career.

Organization

The Sitter project consists of two main parts: “Part 1, The Job,” and “Part 2, The Child.” Each has its own specific materials, suggested lessons, and activities. It is recommended that participants have the experiences and activities in Part 1 before taking Part 2.

Both parts are made up of three basic lessons or subject areas. Each lesson is then divided into a given number of meeting topics. Some lessons will require three or four meetings while others only two. This leader guide has been prepared for those meetings. You will find an identifying title that gives the primary subject of the meeting; a *Key Ideas* statement that highlights important issues and concepts in each meeting lesson; a *Meeting Agenda* that outlines the lesson material sequence and activities; a list of *Materials Needed for This Meeting* that identifies publications and materials that the leader will need in conducting and teaching the class; and a *What To Do* section that provides the teaching material for the leader and some additional background ideas and teaching techniques.

Please read through *all* of these materials and acquaint yourself thoroughly with them.

This publication is intended to be a guide.

Suggested Outline for a 2-year Program

Part 1 (Year One)

Lesson 1, Baby-Sitting Is—

- Meeting 1 Lesson Organization
- Meeting 2 Sitting: A Responsible Job
- Meeting 3 Typical Sitting Tasks

Lesson 2, Pay Attention!

- Meeting 4 Paying Attention to the Situation
- Meeting 5 Paying Attention to the Child

Lesson 3, Tips for Sitters

- Meeting 6 Making the Right Decisions
- Meeting 7 Sitting Safely
- Meeting 8 Do's and Don'ts

Part 2 (Year Two)

Lesson 4, Children and Play

- Meeting 9 How Does a Child Grow?
- Meeting 10 Play—Play—Play
- Meeting 11 Playing Safely

Lesson 5, Mealtimes and Bedtimes

- Meeting 12 Mealtime—Fixing and Feeding
- Meeting 13 Stories for Children
- Meeting 14 Bedtime—Rules, Rituals, Techniques

Lesson 6, Emergencies

- Meeting 15 An Ounce of Prevention
- Meeting 16 Coping with Emergencies

**PART I
(YEAR 1)**

THE JOB

LESSON 1: BABY-SITTING IS—

MEETING 1: LESSON ORGANIZATION

Key Idea: Baby-sitting is the very important job of being responsible for someone else's children. It requires plenty of preparation and effort, but it can be a fun and rewarding experience.

Meeting Agenda

- Welcome participants.
- Project organization—overview, key ideas, meetings, activities, goals, and member materials.
- Questionnaire of previous sitting experience, "May I Ask You a Few Questions, Please?"
- Present and discuss overview of what baby-sitting is.
- Plans for future meeting assignments with "Sitter's Searching Survey."

Materials Needed for This Meeting

- Leader and member guides.
- "May I Ask You a Few Questions, Please?" (member guide).
- "Sitter's Searching Survey" (member guide).
- Pencils or pens.

What to do

1. Greet project members with a "Welcome to The Sitter project!" Explain why you have chosen to be a leader for this project and why you believe The Sitter is an important activity. You may want to read all or part of the "Open Letter to Leaders of The Sitter."
2. Display project materials and discuss how it

is organized. Look at the project for both Parts 1 and 2. Present the key ideas of the lessons and some of the topics and activities that the members might choose to do.

If appropriate, you may talk about possible fair exhibits and judging opportunities.

3. Explain the survey, "May I Ask You a Few Questions, Please?" Ask the participants to answer all of the questions, and allow enough time for all to finish the survey.

When all have finished, discuss their answers. This discussion will help you to learn more about their previous experiences and interests in baby-sitting. It will also help you to recognize and understand the variety of experiences and skills in the group members, and how they see themselves as sitters at this point in time.

4. Briefly present what baby-sitting is all about, how you feel about it, and discuss with the youth how they feel about it, and answer any questions they may have.
5. Explain the "Sitter's Searching Survey." Ask participants to select and ask three or more parents, or others who care for children, what skills, attitudes, and abilities they look for when they hire a sitter. Tell them to write down all answers on their survey sheet and bring it to meeting 3.

Some Thoughts about Baby-Sitting

Baby-sitting is—

- A very important job.

- Being responsible for another's life.
- Supervising activities of one or more children; for example, knowing where the children are and what they are doing at all times.
- Playing with children by interacting with them in healthy, positive ways that foster learning and development in the child.
- Changing diapers and clothing.
- Preparing and serving food. This may be as simple as warming an already prepared bottle of milk for an infant or as involved as preparing an entire meal for older children.
- Helping children go to bed.
- Maintaining a safe and secure environment.
- Being trustworthy and dependable.
- Knowing something about how human beings grow and develop.
- Becoming an important person in the life of a child.
- Setting a good example.
- Learning and practicing life skills.
- Operating your own business.
- Providing a meaningful community service.
- Growing and becoming.

MEETING 2: SITTING—A RESPONSIBLE JOB

Key Idea: Baby-sitting is not a casual arrangement, it is a highly responsible job. There are some key ideas that will help make baby-sitting a rewarding experience.

Meeting Agenda

- Welcome participants.
- Show slide set on Baby Sitting (Part I).
- Discuss "What Our Baby-Sitter Should Know."
- Discuss "Basic Rate Schedule."
- Discuss "My Sitting Journal."

Materials Needed for this Meeting

- 35-mm slide set & tape—*Baby Sitting* (part 1) is available from Dept. of Agricultural Communications 4-H Audio-Visual Loan Library, 207 ACB, Lincoln, NE 68583-0918. It is also available for purchase from the producer:
Guidance Associates
Communications Park, Box 3000
Mount Kisco, New York 10549
- Family Living Fact Sheet #50, Babysitting.
- Cassette tape player.
- Carousel Slide Player
- "What Our Baby-Sitter Should Know" (in member guide).
- "Basic Rate Schedule" (in member guide).
- "My Sitting Journal" (in member guide).

What To Do

1. Greet group members and show them to the room or area where the slides will be presented.

2. Briefly introduce the topic of this lesson and the key idea. In introducing the slide set you may use your own words (having already previewed the slide set), or you may develop your own list of questions after reading the materials and viewing the slide set.

Show part of 1 slide set. This will take approximately 15 minutes. It begins by describing the rewards of baby-sitting. "The glow that comes with giving a sad or frightened child a few hours of real fun" is given as much importance as the money earned. Baby-sitting is defined as a job, and the various ways of getting started as a sitter are discussed. A panel of teenagers representing various levels of baby-sitting experience share their experiences and ideas of common situations, including setting and raising fees, sitter's privileges and responsibilities, getting essential information about the child and the home, safety measures, and emergency procedures. Part 1 concludes with several parents discussing the traits they value in a baby-sitter.

3. Discuss some of the main ideas presented in the slide set. Ask group members to identify the important ideas.

Some ideas presented in the filmstrip:

- Ways to get sitting jobs.
- Setting your fees.
- How to change what you charge.
- What is "extra work"?
- Food privileges, TV, stereo.
- Being picked up and taken home.

- Where will the parents be, and how to reach them in emergencies.
 - Other helpers—neighbors—doctor.
 - Sitter being on time for job.
 - Being familiar with the house.
 - Following instructions.
 - Sitting is not a date.
4. Display “What Our Baby-Sitter Should Know.” Discuss and explain the importance of this information to the sitter. This form should be filled out by the parents or person who employs the sitter. This then becomes a written record of instructions that the sitter can refer to while on the job. If used, it can help prevent disagreements over what was requested and what a sitter actually did.
5. Display and briefly discuss “Basic Rate Schedule.” This form can help a sitter think through various sitting situations, make a decision about rates of pay, and then have something in writing to show employers when they discuss rates for sitting services. Sitters may have the schedule already filled out or use it during negotiations with an employer when talking about fees and a particular sitting job.
6. Display and briefly discuss the why’s and how’s a sitter can use “My Sitting Journal.” Ask members to keep a running account of all their sitting activities as they work through this project.
7. Reminder about the next meeting.

MEETING 3: TYPICAL SITTING TASKS

Key Idea: Being a sitter means being a responsible person, and doing the job well.

Meeting Agenda

- Welcome participants.
- Review and discuss results of the "Sitter's Searching Survey Sheet."
- Panel of parents—mothers and/or fathers of young children—describe duties and tasks they want sitters to do.
- Discuss "Recommendations for Sitters."
- Practice diaper and clothing changes.
- Review lesson summary.
- Introduce the next meeting.

Materials Needed for This Meeting

- Large sheet of paper and grease pencil, or felt pen, etc.
- Two to four parents of small children who have had some experience with baby-sitters.
- Clean diapers, diaper pins, other infant clothing.
- One or two babies, or if not available, an extra large doll. If babies are used other changing paraphernalia will likely be available, too.
- "Recommendations for Sitters" (member guide).
- "Lesson 1 Summary" (member guide).

What To Do

1. Have a large sheet of paper available. As members arrive write down some of the key words that are in their answers to the survey question, "What skills or abilities do you look

for when you hire a sitter?" Try to get at least one answer from each group member. Then pull together and summarize the major ideas that resulted from their survey.

2. Introduce the panel of parents (two or four adults). Inform them that the members of the group can and will ask them questions. It is to be more of a discussion than a lecture. Encourage the youth to ask questions of the panel. Specify the time of day that sitting would occur, such as morning, afternoon, or evening. You may need to help the youth with some questions. Here are some examples:

- What do you expect a sitter to do when he or she works for you?
- Do you want a sitter to prepare formula, fill bottles, feed, and burp the baby? What do you expect regarding fixing meals or snacks?
- How much housework do you want a sitter to do? Washing dishes? Vacuuming?
- Running the dishwasher? What about extra pay for extra work? What about the sitter eating snacks, drinking your milk or pop, and watching TV? What about having friends in while sitting?

Discontinue the panel discussion when the questions appear to be covered or interest lags.

3. Discuss the information contained in "Recommendations for Sitters." Share these ideas and recommendations with both the parent panel and the group members, and get their responses, reactions, and feelings. There are recommendations for sitters, parents of sitters, and the employers of sitters. Allow sufficient time to explore the responses and interactions of panel, parents, and youth.

4. Have cloth diapers and pins and disposable diapers available for group members. Practice folding and fastening diapers before the youth actually try it out on an infant. Discuss why babies soil (urinate and defecate) their diapers often. (Babies have small body structures, bladders, do not have bowel and bladder control yet, and they eat frequently.) Tell why they must be changed often (to prevent skin irritations, for the comfort of the infant, and to prevent unpleasant odors and habits).

NOTE: This experience will be more successful if have real babies for diapering practice. Research had indicated that true-to-life experiences result in greater learning and the information being remembered longer. It may be possible for some or all of your parent panel members to bring their baby(ies), or you may have a baby yourself, or perhaps a friend or neighbor may be willing to participate and bring their child. It may be possible that some of the members may have infant brothers or sisters who could attend the meeting.

The following items will usually be on hand in the home, and readily available when the child has to be changed:

- Clean diapers (cloth and disposable)
- Diaper safety pins.
- Washcloth, mild soap, and water.
- Toilet tissue or facial tissue.

- Diaper pail for soiled diapers.

The need for and techniques of taking care of soiled diapers (rinsing) should also be discussed and demonstrated if possible.

One Way to Fold and Pin a Diaper

- Fold diaper into an oblong, three layers thick, with another fold at the end.
- Place baby on his back.
- Grasp ankles between thumb, index, and middle fingers.
- Lift legs and hips and slide diaper under body, with extra thick end on front of baby.
- Pull diaper up between legs and with safety pin, pin diaper over each hip.
- Always insert your fingers between the diaper and the baby's body when pushing a pin into the cloth. Then you won't stick the baby.

Let the youth also try putting on and taking off other types of baby clothing, such as pajamas, over-the-head shirts, pants, dresses, stockings, and shoes. This activity will help teach many principles, such as safety, patience, interaction skills, and the nature of children's bodies.

5. Introduce and preview next meeting activity.

LESSON 2: PAY ATTENTION!

MEETING 4: PAYING ATTENTION TO THE SITUATION

Key Idea: Children are naturally active. They are always moving, curious, and anxious to touch, taste, smell, handle, climb on, poke into, squeeze, push, pull, and crawl under nearly everything that they can. It is very important that a sitter know where children are and what they are doing at all times.

Meeting Agenda

- Welcome group members.
- Interests and activities of young children.
- Discuss distractions.
- Discuss consequences.
- Activity—"Sitting Sense."
- Preview next meeting.

Materials Needed for This Meeting

- Family Living Fact Sheet #40 Toys and Play for Young Children
- Which Toy For Which Child: Ages Birth thru Five
- Large clean piece of paper.
- Felt-tip pen or grease pencil.
- "Sitting Sense: Paying Attention to My Job."
- Materials for sense identification activities—peanuts in the shell, clean sheets of paper and pencils for group members, items for smelling, tasting, and touching.

What to do

1. Welcome group members and make them comfortable in your teaching area.
2. Begin a discussion about young children, infants to preschoolers, by asking group members to respond to questions like "What kinds of activities do young children like?," "What

kinds of things interest little children?," "What do little children you know like to do?" (little brothers or sisters, or children of friends and neighbors, etc.), "What did you like to do when you were small?"

Try to bring out the differences in age groups and their interests and abilities by discussing questions such as "Are there things that toddlers can do that infants (babies) can't?," "What kinds of things can preschoolers (age 3-5) do that toddlers can't?" Refer to Family Living Fact Sheet #40. Keep in mind that most children are healthy and normal, yet each and every one is a unique individual that grows and develops in his own way.

3. Through discussion with the group make a list of the situations and events that can and often do cause us to shift attention away from the child. (Use newsprint or large poster paper, or two to four sheets of regular-sized paper taped together; place it so that all can see, and write large.) We call these events distractions. Discuss your list and relate it to your prior discussion on the interests and abilities of young children.

Here are a few examples of distractions:

- An interesting TV program.
- Listening to our "favorite" music on the radio.
- Listening to an exciting DJ or favorite radio station.
- A phone call from a friend.

- Homework
- A friend who comes to visit.
- A door-to-door salesperson.
- A neighbor wanting to borrow something.
- Preparing food.
- Going outside to see something or someone.
- Reading a book or magazine.
- Other children coming indoors to play.

4. Now discuss the consequences that can occur because of distractions. Point out that no one is trying to be morbid about the subject or overly protective of children. It is true that something dreadful doesn't always happen, and we're glad for that, but it is good to know what could happen, and to be prepared and try to prevent disasters if we can.

Some consequences are falls, burns, cuts and bruises, getting into the street, getting hit by a moving vehicle, getting into parents' private things, broken dishes or furniture, getting into poisons, chemicals, or harmful medicines, getting lost, or abducted.

Through discussion and the sharing of ideas and experiences a variety of consequences will be brought out.

You may want to try a "role play" situation, if you're comfortable in using the role play techniques, to dramatize some of the points you're discussing. For example, have two group members be small children of different ages, another one the sitter, and another a telephone caller, or a door-to-door salesperson, or whatever. Have the role-play "children" act like they think some children do when in that situation. Have them act out these roles for a minute or two, and then talk about what happened. You may want to try several role plays with different situations to illustrate what is being considered in this

lesson, such as feeding time, toileting, or changing a diaper.

5. Conduct the "Sitting Sense" activity. List the five senses and discuss why a sitter must use all of them when they are responsible for children. Relate this to your discussion on distractions and consequences.

The five senses:

Seeing—Vision

Hearing—Auditory

Smelling—Olfactory

Tasting—Gustatory

Touching—Tactile

Conduct the short activities listed below. (Some advance preparation is necessary.) Refer to "Sitting Sense: Paying Attention to My Job."

Seeing. Tell the group that you are going to "test" how good their sense of vision is. You have hidden a number of peanuts (in the shell) around the room. How many can you find in 3 minutes? You might offer a "peanut prize" to the one finding the most peanuts. (Prior to the meeting hide 50 to 100 peanuts, in shell, around the meeting room. You might use a kitchen timer to keep track of the minutes.)

Hearing. Have the group sit quietly and in a comfortable position (on chair or floor). There should be no talking, whispering, etc. Have them listen to whatever sounds they can hear for about 3 minutes; while listening they can write down a list of all the sounds that they hear. Share the lists and compare the sounds group members could identify.

Smelling. Have a selection of items that have delicate to strong odors, such as a cut onion, perfumed soap, lemon slices or orange rind, vinegar in cloth or sponge, cinnamon or some other spice, or medium cheese. Have members choose a partner and have one of those members put on a blindfold and the other pass items under his nose for identification. Then have members change places and

repeat the process noting the items they were able to identify on their activity sheets.

Tasting. Have available several small pieces of food that represent varying flavors and textures, such as crackers, soft fruit, celery, soft bread cubes, butter, ice cubes, etc. Using the partner system with one member blindfolded, have them feed each other the food items, noting their results on their "Sitting Sense" sheet.

Touching. Prior to the meeting have a large grocery bag or a small box with a hole in the top in which you have placed a few items that

will test the sense of touch. Suggested items to put in your "touch bag" are cotton balls, a smooth rock or marble, a stiff brush, sandpaper squares, a piece of fur, a wooden block, leather squares, elbow macaroni, a piece of carrot, and a wet noodle or two, or a small piece of damp cloth. (Use your imagination and available resources, but nothing hazardous or dangerous.) Have the members (without looking) feel around in the bag carefully and secretly identify as many items as they can. Compare and discuss.

6. Introduce the next meeting agenda.

MEETING 5: PAYING ATTENTION TO THE CHILD

Key Idea: Children can't always tell us in words what they're thinking and feeling, we have to keep our eye on their behavior.

Meeting Agenda

- Welcome participants.
- Brief review of ideas presented in previous meetings on using our senses, distractions, and consequences.
- Practical problems—"What Do I Do If?"
- Summarize.
- Preview the next meeting.

Materials Needed for This Meeting

- Pencils.
- "What Do I Do If?" (member guide).
- "Lesson 2 Summary" (member guide).

What To Do

1. Greet group members as they arrive and introduce them into your teaching area.
2. By way of getting into your meeting today, you could ask members to tell about experiences that they had during the past week in which they really had to use their senses, or when a particular sense really came in handy. Then briefly, in 3 to 5 minutes, review the highlights of your discussion on distractions and their possible consequences.
3. Introduce the main activity of the meeting today, "What Do I Do If?", by indicating that situations often require us to use all of our senses in order to manage them effectively.

Look at the five vignettes from the member guide that describe some practical problems. You may read and discuss them one at a

time, or have members take turns reading one. Have the group members think about and then write down on their page several solutions that they might try in order to solve the problem.

Here are a few additional hints for you to add to the discussion if needed.

Practical Problem 1 (Sarah)

- Try leaving Sarah alone for 10 minutes to see if the crying stops.
- If Sarah keeps crying and sounds very unhappy, try rocking her back and forth and hum a song (you might keep this up for as much as 30 or 45 minutes).
- Call Sarah's parents (if they can be reached by phone). Ask the mother or father what the crying means. Tell them exactly what solutions you have used to try to calm Sarah. Most parents can figure out what kinds of crying to expect and what to do about it.

Practical Problem 2 (Bryan)

- This sometimes happens when children are being watched by new sitters. In this case, it's best to give in the first two or three times Bryan comes out of bed to be with you. Maybe he isn't quite sure about you, and is getting worried about his parents.
4. Summarize the discussion. Hand out summary sheet. Encourage all responses from the group. Some answers may be "far out," but members need a chance to test ideas and to try out solutions on the group and you.

Encourage the idea that there may not be a right or a wrong solution. There may not be any

single best way to solve a problem. Sitters grow in their ability to deal effectively with problems such as these as they have more and more experience sitting with children. They can't always know what to do the first

time that they face a particular problem. But, they need to do the best possible job that they can.

5. Introduce the next meeting.

LESSON 3: TIPS FOR SITTERS

MEETING 6: MAKING THE RIGHT DECISIONS

Key Idea: Baby-sitters take on a lot of responsibility and must be able to make unique and careful decisions. Sitting is a business arrangement between the employer (parents) and the employee (sitter) that involves one or more children, time, money, and service.

Meeting Agenda

- Welcome participants.
- Discuss "Toward a Sitting Philosophy."
- Practice and discussion session on "Hints for Sitters."
- Summary.
- Introduce the next meeting.

Materials Needed for This Meeting

- "Toward a Sitting Philosophy" (member guide).
- "Hints for Sitters" (member guide).
- A real, but disconnected telephone, or a toy phone for role playing situation.

What To Do

1. Greet group members as they arrive and help them get settled in your teaching area.
2. Begin by asking the group, "Do you know what a philosophy is?" Let them think about it and encourage responses. You may have to help them by commenting that a philosophy may be thought of as a set of ideas, principles, and information that helps to guide our behavior. A sort of code of ethics, a standard, or a set of reasons for doing things a particular way.

Look at "Toward a Sitting Philosophy" and read and briefly discuss each item with the

group. Their comments and reactions should be encouraged.

3. Now it's time to turn from philosophy to application. We can talk now about doing.

Refer to "Hints for Sitters." You may begin by asking the group how they would answer the telephone while sitting. Ask members how they would handle a stranger who rang the doorbell or knocked. Accept all responses. Now read and discuss the two sections of "Hints" on answering phone calls and the door.

You might use a real phone, if an old one is available, or a toy phone to role play a few telephone situations. This will provide a positive teaching and learning experience for the group.

Here are a few situations for role playing experience on the telephone:

- There is an important message for a member of the family.
- A vacuum salesman calls trying to sell a vacuum and give you a free demonstration.
- The parent's employer calls with a message.
- A family friend calls and wants to visit.

The main idea is not to let the caller know that you (the sitter) are alone with the children.

Role play situations for answering the door.

- Paper carrier wants to collect.

- The TV repairman arrives.
- A salesperson knocks.
- An adult solicits a contribution for the cancer drive.

Remember these role play situations should be short; give all members who are willing to participate a chance to do so. Don't force anyone who doesn't want to do it. Discuss and point out the positive aspects and proper techniques in order to reinforce learning.

4. Temper tantrums, threats, and toilet talk. Read through the next three sections of "Hints" and discuss the ideas presented.

You might begin this discussion by asking the group to identify the feelings and emotions that they have had today. You may also tell them about your feelings experienced today. All people, both old and young, experience a variety of feelings and have the same feelings as the group members. Encourage the sitters to look for the reasons or causes why a child behaves and feels as he or she does.

Note: You as a leader may want to talk through or read some or all of the following thoughts with your group.

Everyone has feelings—small babies, middle-aged persons, parents, children, and old people. Even baby-sitters have feelings.

As we get older, we learn to talk about our feelings. We don't bite, kick, or yell. Instead, we use words to let the other person know how we feel. Sometimes the feelings are so strong that we forget to use words, and end up by kicking or yelling anyway.

It isn't always easy for children to bring out their feelings. Grownups have to help them. We do this by helping children find good ways to bring out their feelings. Usually this is through words and during play.

How about your own feelings? As a sitter, certain

things are bound to make you upset, angry, or worried. You have a right to talk about these feelings with the parents of the children you sit for, and also with your own mother, father, and friends. But while you are with children, you must be comforting, loving, and protective. Until the job is over, do your best to put away any hurt, irritation, or fear you may feel because, right now, you are responsible for their care. Generally, you can trust your instincts when deciding how to respond to them—if, of course, *you like yourself and the children you are caring for*. A young person with any doubts about these two matters should find work other than baby-sitting.

Sometimes you run across a child who stirs up angry feelings in you, a child you just don't get along with. In this case, your best solution is to let the parents know that you don't consider yourself the best sitter for their child.

There are always reasons why people say and do what they do; but we can't always find out or discover what it is. Yet, behind all of the unusual, strange, and unexpected things that a child does there is often a very definite cause. People who take care of children find that they can do a better job of that when they try to look for the things that cause behavior.

This doesn't mean that whenever you face a problem with a child you have to sit down and think about it for half an hour. This won't work. Also there are some things that may endanger a child, and these require prompt, definite, quiet action. Other things can be ignored because they will pass if you don't make a fuss.

But as you get to know a child, you can sometimes figure out what makes him act the way he does. This can be very useful to you. It will make your job more interesting and satisfying. It will also sometimes give you a chance to be of real help to a child, and this can be one of the most wonderful things about baby-sitting.

5. Briefly summarize the main topics of the meeting.

6. Introduce the next meeting.

MEETING 7: SITTING SAFELY

Key Idea: There are things that I need to know about personal, family, and neighborhood situations in order to sit safely.

Meeting Agenda

- Welcome group participants.
- Have a local police officer speak to the group on personal, family, and neighborhood safety.
- Conduct a think-and-work session on "What You've Always Wanted to Know about Sitting Safely But Were Afraid to Ask."
- Summarize major points and ideas.
- Introduce the next meeting. .

Materials Needed for This Meeting

- A speaker from the police department (coordinate with them any equipment or space needs).
- Worksheets for all participants—"What You've Always Wanted to Know about Sitting Safely But Were Afraid to Ask." (member guide).
- Family Living Fact Sheets #8, 52

What To Do

1. Greet and welcome group members as they arrive.

2. Well in advance of your meeting, contact your local police department and request a speaker to discuss personal, family, and neighborhood safety with your group. Most police departments will have a public relations or safety officer and will be willing to provide a speaker at no cost. They may also want to bring along a film or filmstrip and/or other visuals as part of their presentation. Should this not be possible, you might be able to go to the police station and tape record someone's talk, or tape it over the telephone.

When your group and the speaker are all together, introduce the speaker and enjoy the presentation. Allow sufficient time for questions and discussion at the end of their talk.

3. Open the member guide to "What You've Always Wanted to Know about Sitting Safely but Were Afraid to Ask."

Have the participants complete the worksheet by discussing the questions, as many as needed, with the special speaker from the police department.

4. Briefly introduce the next meeting activities.

MEETING 8: DO'S AND DON'TS

Key Idea: Baby-sitting is important work, and there are certain things that one does and does not do.

Meeting Agenda

- Welcome group participants.
- Discuss "Do's and Don'ts Checklist."
- "Lesson 3 Summary."
- "Baby-Sitter's Test" (if needed).
- Introduce Part 2.

Materials Needed for This Meeting

- "Do's and Don'ts Checklist" (member guide).
- "Lesson 3 Summary" (member guide).
- Pencils.

What To Do

1. Greet group members and make them comfortable in your teaching area.

2. See that members turn to "Do's and Don'ts Checklist" in their member guides. Read through each point together and ask the members, "Why is this item important?" Encourage participants to give reasons for the importance of each of the do's and don'ts. Perhaps the group can add other items to the list.

3. Look at "Lesson 3 Summary," and summarize all material on tips, answer the questions that members have, and clarify any ideas or concepts.

4. Now turn to the "Baby-Sitter's Test" at the end of Part 2 (Year 2). You may give the test now or wait until you finish both parts. Have the group take the test without talking or discussing it with each other. Score their answers and discuss the results. Answers are in this guide at the end of Part 2.

Note: This may be the end of Year 1 activities. If so, this is your final meeting this year. If not, and you are continuing, introduce the topic of the next meeting.

**PART II
(YEAR 2)**

THE CHILD

LESSON 4: CHILDREN AND PLAY

MEETING 9: HOW DO CHILDREN GROW?

Key Idea: Play is children's "work" and is a necessary part of their experience. Play helps children grow physically, mentally, socially, and emotionally. Play is one of the ways children learn about themselves and their world. Play is learning.

Meeting Agenda

- Welcome participants.
- Discuss human growth patterns.
- Discuss basic principles of growth and development.
- Discuss characteristics of the young child.
- Activity— "View from a Child's World."
- Summary.
- Introduce the next meeting.

Materials Needed for This Meeting

- Large sheet of paper and grease pencil or pen.
- "Individual Differences" (member guide).
- "View from a Child's World" (member guide).
- Family Living Fact Sheets #11, 12, 20, 23

What To Do

1. Greet group members as they arrive and assemble in your teaching area.
- You might begin your meeting by saying something like, "Today we're going to learn about how people grow and develop. Did anyone see a 'grandma' or a 'grandpa' today? Anyone see an old person today? An adolescent (teenager)? A preschool age child? A baby? We see people of all ages regularly and so we may not be aware that all people are growing and changing

all the time."

Explain that there is an orderly or natural sequence or pattern to the way that we grow. Here is one way of describing how we grow. It is called development stages. We all go through them.

Birth brings us into the world and we become a:

- Newborn (birth to 6 weeks)
- Infant (2 to 24 months)
- Toddler (begins walking to 3 years)
- Preschooler (3 to 5 years)
- School-age child (6 to 8 years)
- Middle-school child (9 to 10 years)
- Pre-adolescent (11 to 12 years)
- Adolescent (13 to 19 years)
- Adulthood (19 +)
- Middle-aged person (45 to 60)
- Senior citizen (65 +)

The final stage of growth is death—we die.

The age categories given with each stage of development are only approximations given to help illustrate the relationship between ages and developmental stage. The age categories are flexible and vary according to each person. The main idea is that we all grow in a regular way; and, if we know and understand how humans grow we can work with and care for young children better because we have a better idea of what they can and cannot do.

3. How do humans grow and develop?

- We grow *physically*—that is, our bodies grow in size from infant to adult, our bones and muscles grow larger and stronger as we grow up.

- We grow *mentally*—that is, our mind develops its ability to reason, think, make decisions, and perform complex tasks. For example, a baby can't run or talk, but a school-aged child can do both and do them well.
- We grow *socially*—we learn to interact with others of all ages, to develop friends, to play and work, and to communicate with others.
- We grow *emotionally*—as we get older we know more about ourselves, can understand and better handle our emotions and feelings, and be more responsible for our own thoughts, feelings, and behavior.

Now let's identify some of the "laws" that govern how we grow.

- *Growth is an individual matter.*
Each child grows in his own way and at his own rate. See "Individual Differences."
- *Growth comes from within.*
The driving force to grow is within (inside) each person, but it can be encouraged or hindered.
- *Growth is gradual and orderly but uneven.*
The child crawls before walking, walks before running, and babbles and coos before saying words.
- *Growth has certain characteristics peculiar to certain stages.*

Stage	Typical Behavior
Birth to 2 years (Infancy)	<i>Security</i> —a need for a safe and secure environment, and a warm, loving relationship with parents.
2-year-old (Toddler)	<i>Independence—Negativism</i> —wants to do things individually.
3-year-old (Toddler)	<i>Cooperation and Imagination</i> —wants to be noticed and involved.
4-year-old (Preschooler)	<i>Initiative—Talkative</i> —boastful, may be fearful and temperamental.

5-year-old
(Preschooler)

Industrious—Busy—dependable, feels independent, wants to try out individual ideas.

4. Characteristics of the young child.

On a large sheet of newsprint or poster paper draw the rough outline of a child. Ask group members to think about what you have just discussed and about some children that they know, and then ask, "How can you describe a young child?" They can offer concepts, words, or phrases that they think describe the way children are in today's world. These ideas would include interests and personality traits. Write them on the outline child on the paper.

The purpose of this activity is to draw out ideas about how children are similar, different, their needs and interests, and how these vary by age groups.

Note: The following material is background information providing a general outline of the basic characteristics of children, birth to 5 years. Read and be familiar with it because it will enrich the above activity.

From birth to 2 years—children's main concern is, "Can I trust you?"

Infancy is often called the "age of trust." The infants completely depend on others to provide their needs. If they are met, they learn to trust their environment. They need tender loving care. Talk to them, play with them, enjoy them. Don't worry about spoiling. Research has shown us it's the children who haven't gotten enough attention or who get attention only when the adult feels like giving it that display what is called "spoiled" behavior. Encourage them to try things for themselves when they're ready, but remember that they want to grow; you don't need to push them.

For the 2-year-old—the question is, "Will you let me be me?"

Typical 2-year-olds are full of "no" and noise. They're curious, which is fortunate because they have a lot to learn. They're

very possessive, which makes them rather poor playmates. Forcing them to share is useless because forced sharing is not sharing at all. They snatch and grab, push, slap, hit, pinch, bite, and resort to any other available underhanded methods of getting their own way. This means they need supervision when playing with others and one child at a time is about all they can handle. They're changeable. They may scream for a cracker and not eat it when you give it to them. They may clamor for a toy and indifferently toss it aside when they get it. They are all "me do" one minute and "you do" the next. Making a choice is agony for them and they can dawdle forever. They need the security of certain limitations placed on their behavior, but they need freedom, too. They must have an opportunity to develop their will and not always expect defeat.

The 3-year-olds say, "Will you notice me?"

Three-year-olds are fairly peaceful. They generally try to please. They can accept suggestions much better than the 2-year-old. They can make choices. The 3-year-old is much more "civilized" than the 2-year-old. They like adult approval and will seek adults' attention and sympathy. The ability to share and take turns appears. They play well with one or two children and even when conflicts occur they are often able to handle them without adult help. They still enjoy solitary play a great deal of the time, are boastful, can show extreme jealousy of a new baby, and often revert to baby behavior when tired. They are beginning to be imaginative and love to talk.

The 4-year-olds ask, "Will you make me feel

guilty?"

Four-year-olds may be bossy and boastful, ask questions and talk constantly. They call names, tatttle, say silly rhymes, and love being silly in general. Their conscience is beginning to develop. They have many fears, partly because they are now capable of understanding danger. And fits of temper are starting to be more verbal than physical. They have a strong need for companionship and will alibi to protect themselves and their friends when they get into trouble. However, they really don't understand the concept of lying. Praise is not as effective a technique as it was at 2, and they will often refuse to do what you ask and call you stupid to boot.

The 5-year-olds say, "Will you let me try out my ideas?"

Five-year-olds are a joy to adults but get into difficulty with their peers. They like to converse with, run errands for, and help their parents. They are sensitive to praise, dependable, serious, and business-like and like to feel independent. When they're with their friends, though, they need supervision. They tatttle, hit, push and are poor group members in general.

5. Look at activity sheet "View from a Child's World."

This is a take-home activity that can be completed before the next meeting and returned to the next meeting.

6. Summarize, answer questions, etc.

7. Introduce the next meeting.

MEETING 10: PLAY—PLAY—PLAY

Key Idea: The good sitter knows how to play, that children of different ages play in different ways, and how to keep play safe and interesting.

Meeting Agenda

- Welcome group members.
 - Discuss the importance of play to children.
 - Discuss how children play.
 - Discuss the characteristics of good toys.
 - Discuss "A Sitter's Tool Kit."
 - Summary.
 - Introduce the next meeting.
- Do you like to play? Why?
 - Remember back when you were younger, what was one of your favorite toys or play activities?
 - What did you learn, or how did it make you feel, from playing with those things?
 - Was playing important for your growth and development? Why? How? Or in what way?

Here are some other ideas about the importance of play for children.

Materials Needed for This Meeting

- "View from a Child's World" (member guide).
 - Family Living Fact Sheet #40
 - Which Toy For Which Child
 - "Finger Plays for Children" (member guide).
 - "Sitter's Tool Kit" (member guide).
 - "How to Make a Hand Puppet" (member guide).
 - "Pipe Cleaner Figures" (member guide).
 - Plus your own ideas and materials for a sitter's kit.
- Play and playing are vital parts of children's lives. Play is not something that children do just because they don't have anything better to do. Play isn't just taking up time or filling the endless hours of childhood with meaningless activities and actions that keep them from bothering adults. For children, play is life itself.
 - Through play, children learn how to learn. Play is learning, trying, being, and feeling. Children learn many things about their world, themselves and others. They learn concepts, relationships, cause and effect, sizes, colors, textures, feelings, emotions, sensations, sounds, symbols, and language among many other things. One of the important tools of children's play is toys. So, toys become an important part of children's play world.

What To Do

1. Welcome group members. Ask how many worked at the activity "View from a Child's World"? Let them report and share their experiences and reactions.
 2. Now let's talk about children and play. Let me ask you a few questions.
 3. Now, let's briefly look at children's play, and at some words that describe the various types or kinds of children's play. Family Living Fact Sheet #40 contains the material for this discussion.
- There are several types or patterns that describe children's play. Among them are:

- Quiet play.
- Creative play.
- Active play.
- Cooperative play.
- Dramatic play.
- Manipulative play.

Read and discuss these categories. They are not mutually exclusive. That is, children's play may fall into two or more categories; for instance, two children may be quietly working on a puzzle together and having a nice conversation.

The main idea to get across is that there are different kinds of play, and that the sitters are able to recognize this.

4. Toys are such an important part of a child's world, it is important to know that some toys are better or more suitable at some ages than are others. You might ask group members what they think makes a good toy. What are some characteristics of suitable toys? Encourage their responses and discussion. Refer to Family Living Fact Sheet #40 and review what is said there about the characteristics of suitable toys.

In your discussion of play and toys try to point out: (1) toys that are suitable for various types of play, such as quiet play, active play, etc., and (2) toys that are suitable for various age levels, such as babies, toddlers, and school-aged children.

5. The prepared sitter has a variety of tools and techniques in his "tool kit." This can be an activity session devoted to making and creating items for the sitter's tool kit, or learning a finger play or two, etc. You, as leader select the activities appropriate for your group.

Here are some resources; you may have many others.

- "Finger Plays for Children"
The sitters could learn one or two of these or write their own and present them to the rest of the group.
- "Sitter's Tool Kit"
You can talk about the why, what, contents, and if some advance thought and preparations are made, you could have the sitters make some items, such as a hand puppet. (See "How to Make a Hand Puppet" or "Pipe Cleaner Figures.")

With a few resources and materials on hand (or ask group members to bring some) you could make story books, picture puzzles, hand or finger puppets, and stick figures, etc.

Materials needed include things like small boxes, paper cups, paper bags of various sizes, paper towel or toilet tissue tubes, buttons, string, beads, fabric odds and ends, old socks, small pieces of card stock, string, pieces of felt, cotton for stuffing, glue, scissors, popsicle sticks, cardboard, crayons, marking pens, and old magazines with good pictures that can be cut up.

6. Plan for the next meeting.

MEETING 11: PLAYING SAFELY

Key Idea: Children need supervision when playing, and sitters must understand the need for safe play areas and toys.

Meeting Agenda

- Welcome group members to the meeting.
- Discuss the need for safety precautions during play Family Living Fact Sheet #40.
- Discussion of safe play areas Family Living Fact Sheet #40.
- Review "Characteristics of Unsuitable Toys" Family Living Fact Sheet #40.
- Field trip (optional—needs to be planned).
- Summary.
- Preview next meeting.

Materials Needed for This Meeting

- Family Living Fact Sheet #40 (Extension office).
- 4-H SF 30 Guidelines For Judging Toys (Extension Office).
- Examples of some safe and dangerous toys.
- Parenting Your Child Effectively HEG 82-163 (Extension Office).
- "Lesson 4 Summary."

What To Do

1. Greet and make welcome group members as they arrive.
2. Begin the meeting by presenting and discussing the information on safe play in Family Living Fact Sheet #40 Toys & Play For Young Children. Make any necessary comments, explanations, or give examples. Ask members to make

comments and give explanations, too. Cover all of the ideas and be sure that they are understood by the youth.

3. Discuss the idea of safe play areas. Below is some information about a few play areas and their safety features. You may want to add others in your discussion.

You may point out to the sitters that particularly with toddlers (2- to 3-year-olds) they will be doing little "sitting" and lots of playing with and supervising of their play activities.

Where they play. Just a reminder whether you're actually playing with the children or supervising them, keep them in safe play areas, preferably within your sight. Keep them away from potential danger areas in the home, such as the kitchen, bathrooms, workshop, and storage areas. Children move fast so you will have to be able to move even faster!

The playpen. Letting a child play in a playpen for awhile can often give you a rest from total supervision, particularly if you have more than one child to watch, meals to prepare, or other routine tasks. You should be aware, however, of potential hazards while the child is alone in the playpen. Little fingers can get caught in the hinges, and fingers and buttons can catch in the mesh or wooden parts of the pen itself. Avoid putting any toy in the playpen that could be used by the child to climb on and out of the pen. And, tying a string of toys across the top of the playpen could result in a child strangling or hanging himself.

Baby walkers. Baby walkers may help children learn to walk, and they certainly seem fun for the youngsters to scoot around in, but the children also can scoot down a flight of stairs, into a hot stove, against a table

edge, or into a glass door. Walkers offer only limited balance to children not yet completely able to stand or walk. If unstable, walkers can easily tip over. Stay with children when they are in the walker and assist them over thresholds or carpeting.

Highchairs. A child in a highchair requires almost constant attention. Babies can slip out of a highchair in an instant. An unstable highchair can tip over—with the baby in it! Make sure that any safety belts or straps on the highchair are securely fastened and that the tray is properly secured. Don't let the child stand up while in the chair. Keep other children from climbing on it. Keep the chair away from "traffic lanes," doorways, refrigerator, and stove.

The crib. If baby is to sleep safely, make sure that the crib is as safe as you can make it. If there is too much room (more than two fingers width) between the mattress and the side of the crib, an infant's head could get caught in between and the infant could suffocate. Roll up a couple of large bath towels and place them in the space. Slats that are too far apart are also a hazard, and bumper pads should be placed around the inside of the crib. If none are available, suggest to the parents that these pads are necessary.

If a child is old enough to stand, the parents should set the mattress at its lowest position. Check the latching devices to be sure they can't be released by the baby inside the crib or even by brothers or sisters outside. Any toys you leave in the crib should never be ones that could be used to help climb out. Also, be careful about crib toys that have a string longer than 12 inches—these can strangle or choke.

4. Discuss the main characteristics of safe and hazardous toys. This need not be an extensive review. You decide on the amount of time spent and material covered. You may provide some examples of both safe and dangerous toys from your own family, a neighbor, or ask group members to bring a

toy or two to a meeting for a demonstration.

Here are seven characteristics associated with dangerous toys:

Sharp edges. Avoid toys made of brittle plastic or glass that can shatter or break leaving sharp cutting edges. Poorly constructed metal, wood, and plastic toys may also have sharp edges.

Small parts. Tiny toys or those with removable parts are dangerous. Examples are toys that have glued or loosely sewn on eyes, noses, buttons, etc. that can be pulled off, or poorly constructed stuffed dolls or animals that can break and release stuffing.

Sharp points. Wires in limbs of dolls, etc.; pins and staples in clothing on dolls or stuffed animals; broken toys and broken parts; knives, swords, bows and arrows, etc., all are potentially dangerous.

Loud noises. Caps and cap guns, or noise-making devices could cause hearing damage.

Propelled objects. Hard-nosed projectiles, guided missiles, planes, lawn darts, wall darts, arrows, and other similar flying toys can be turned into weapons.

Electric toys. These need to be in good repair, meet federal safety regulations, and used with proper supervision. Poorly constructed and wired toys may cause electric shock or burns.

Wrong toy for the wrong age. Toys that may be safe for older children, such as hobby and painting sets, may be dangerous in the hands of younger children.

By knowing about the dangers in toys you will be a better and safer sitter.

5. Now, let's explore some ways that we can get the child to play safely.

Review the ideas and discipline and guideline

techniques in the publications listed earlier, under "Materials Needed."

Select a few appropriate items. Also ask for suggestions from the sitters. The idea is to point out and illustrate that one can get along better with children if a few simple relationship, communication, and guidance skills are used by the sitter. For example, the sitter needs to have and exhibit a positive attitude toward the child—really like children. The sitter should also be able to give and receive love and affection, develop an atmosphere of security, trust, and competence, and work with a child rather than against him.

6. Field trip. This may be an optional activity for your group. It will also be a valuable learning experience. You may not have time during one meeting to cover all of the above material plus the field trip. So, you may want

to arrange a special time and date to plan for the trip.

Locate and make arrangements for your group to visit one or more of the following child care facilities: parent cooperatives, a day care center, a preschool nursery, a kindergarten, or a college or university child laboratory. Observe the ages of the children at the facility, the safety standards and techniques of teachers, etc., to ensure safety. Note the type of toys and play equipment and their safety features. You might also arrange for a short interview with a worker in order to ask questions and get more information about the things the sitters have observed.

7. Read lesson summary to group members. Discuss main ideas, issues, and/or experiences and observations related to this meeting.

LESSON 5: MEALTIMES AND BEDTIMES

MEETING 12: MEALTIME—FIXING AND FEEDING

Key Idea: Food and mealtimes are important in the daily routine of young children; they should and can be pleasant experiences.

Meeting Agenda

- Welcome.
- Discuss parents' instructions about food and meals.
- Discuss nutritious and "junk" foods.
- Discuss "Safety Suggestions for Mealtime."
- Activity sheet "Quick, Easy-to-Fix Meals and Snacks." Members make up their own pretend meal menus.
- Summary.
- Introduce next meeting agenda.

Materials Needed for This Meeting

- "Safety Suggestions for Mealtime" (member guide).
- "Quick, Easy-to-Fix Meals and Snacks" (member guide).
- Small amounts of both "junk" and nutritious foods.
- "It's Snack Time" HEG 87-222

What To Do

1. Greet group members as they arrive and assemble in your teaching area.
2. Present this situation and discuss it with the sitters.

"You have accepted a sitting job and are to sit with 5-year-old Timmy from 5:30 p.m. to

10:30 p.m. You ate at home around 4:30 p.m. and then arrived on time for your job. Shortly after Timmy's parents leave he starts to complain about being hungry. You ask if he has had his dinner, but he says that he doesn't remember. You begin to look around the kitchen in order to see if you can tell whether or not Timmy has had something to eat. You can find no clues, such as dirty dishes, food left out, etc. What do you do? Do you fix Timmy a snack? A meal? Or, let him go hungry? Or, let him have some candy or pop?"

(Discuss the solution to this situation; for example, written instructions from parents.)

3. Demonstration activity of "junk" food and nutritious food. In advance of your meeting prepare a small amount of "junk" food, such as candy bar pieces, potato chips, sweetened cereal, candied popcorn, etc., and some small amounts of nutritious foods, such as carrot and celery sticks, cheese cubes, wheat crackers, apple slices, etc.

Put the "junk" food out on paper plates or napkins and some nutritious food out on other plates or napkins. Ask the group to help themselves. Notice if they eat the "junk" or nutritious food. Discuss why they like "junk" food and why it is important for young children (and everyone) to eat nutritious foods.

4. Discuss "Safety Suggestions for Mealtime." Be sure that each person has a copy and can follow along as the items are read and discussed. Discuss and illustrate the importance of following these suggestions when working

with foods. Sitters can encourage proper eating habits both verbally as well as by example.

Sitters also should be encouraged and reminded about:

- The importance of attitude—keeping calm.
- The need for cleanliness and sanitation when handling food.
- The amount of time required to prepare food, serve it, and clean up afterwards.
- Trying to follow and maintain the family's habits and rituals.
- Some children may have food allergies or

be on special diets, etc.

- Size of servings for young children and the use of utensils by small children.

5. Ask members to read through "Quick and Easy-to-Fix Meals and Snacks" and then make up their own nutritious meal-in-a-sandwich and write it down. List some items they consider to be a nutritious snack. Discuss their ideas.

Encourage members to make and try their suggested meal-in-a-sandwich before the next meeting.

6. Summarize.

7. Introduce the next meeting agenda.

MEETING 13: STORIES FOR CHILDREN

Key Idea: Reading stories is an important learning experience for children. There are some guiding principles that facilitate the selection and reading of stories.

Meeting Agenda

- Welcome youth.
- Discuss ways stories help children and meet the needs of parents and children.
- Discuss standards for selecting stories and storybooks.
- Teach reading techniques and practice story reading.
- Preview next meeting.

Materials Needed for This Meeting

- **Family Living Fact Sheet #80** "Reading To Your Child" (Extension office).
- Some sample storybooks for practice storytelling, and to illustrate the good and not-so-good characteristics of books and stories.

What To Do

1. Extend a warm and friendly greeting to group participants. Invite them into your teaching area for "storytime."
2. You may begin by telling group members that today we'll be discussing information on stories for young children, helps for selecting appropriate stories and storybooks, how to read stories, and that all will be given an opportunity to sharpen their story reading skills.

First of all, let's talk about some of the ways stories can help children, and why children like stories. You might ask group members to talk about the kinds of stories that they enjoy, and why they like the story.

3. Let's explore some ideas and suggestions on standards for choosing stories for young children. See Family Living Fact Sheet #80, "Reading To Your Child".

4. Now let's explore some reading techniques. Ask members to try to think about their favorite storyteller, ask them to describe what the reader did, or how he/she did it that made or helped them to really enjoy a story. Present and discuss the material in Family Living Fact Sheet #80. You may want to demonstrate some of the points by making a personal presentation or dramatization in order to illustrate the reason(s) for the suggestion; for example, reading slowly and distinctly, or the manner in which you hold the book, etc.

At this point you may pull together the principles and ideas that you have been discussing by making a "demonstration." Show them a book that you have selected and point out why you selected it, and then read your group a story while at the same time demonstrating the techniques of good reading.

5. Practice time. Now is the time for sitters to try to practice what they've learned.

Note: You may (1) pre-select some suitable stories and have them on hand, or (2) ask members to bring a storybook that they think is suitable for young children.

Have as many members as possible select a short story and read it to one or two other group members, as though they were doing it on a sitting job to a couple of small children. You may be able to have several groups practicing at the same time—depending on group size.

Observe those practicing their reading skills and offer any necessary help and encouragement. Practice will help improve their skills, although they may be easily discour-

aged if perfection is too heavily stressed.

When all have had a chance to practice, you can summarize the major ideas, answer any questions, and clarify any misunderstandings.

6. Introduce the agenda for your next meeting.

Alternatives

As part of this lesson you may want to contact a children's librarian at your local city or school library. Ask the librarian to speak to your group at your usual meeting place, or have your group go to the library.

Ask the librarian, as a demonstration of skills needed, to read a story to very young children in front of your group. Then discuss the skills, the why's, etc. Or, you may do the same thing for your group.

MEETING 14: BEDTIME—RULES, RITUALS, TECHNIQUES

Key Idea: Sitters understand bedtime routines and rituals, follow parents' instructions, and maintain safe conditions.

Meeting Agenda

- Welcome.
- Discuss the importance of bedtime routines the need for the sitter to know what they are, and parents' rules.
- Bedtime rituals and techniques.
- Show slide set, *Baby-Sitting*: (Part 2).
- Discuss
- Summary.
- Introduce agenda of the next meeting.

Materials Needed for This Meeting

- "Lesson 5 Summary" (member guide).
- Part 2 of the slide set *Baby-Sitting*: (available from 4-H Audio-Visual Loan Library 207 ACB, UNL 68583-0918)
- Carousel slide projector.
- Cassette tape player.

What To Do

1. Welcome group members as they arrive and assemble in your teaching area.
2. You might begin this meeting by reading your favorite short bedtime story or poem. Ask members to talk about their own bedtime routines or rituals (habits). Discuss why they did and did not like to go to bed. Encourage responses and note the variety—all children are not the same.

Discuss the importance of bedtime (rest and sleep); for example, the body requires it, to stay healthy and well, rest muscles, helps to keep us mentally alert, prevents illness and irritability, etc. But, we all require different amounts of sleep and rest.

Discuss the importance of knowing the bedtime routines and rituals of the children that they sit with and then follow them pretty closely. Point out that routines are our customary way of doing things, and change may be frightening to children. They may feel insecure, and this may cause problems for both the sitter and the parents. Encourage sitters to discuss sleep patterns and bedtime routines with parents and write down important instructions.

3. Rituals and techniques to help sitters.

Most children have a "getting ready" time before actually getting into bed. This is a variable time and may be 5 to 30 minutes. It often helps to let children know what is coming up next, how much time left before—bottle, story, prayers, or lights-out. Be friendly and assist the child. You will also have to know how to be firm. If the child gets the idea that you're a "softy" and that you don't really mean business, it may be hard for you to get the child to bed. Most children will be helpful and obedient when they feel that you are firm and fair. But, bedtime may be the acid test.

Bedtime routines may include a quieting-down time, getting into pajamas, a story or quiet talk, the need for a last drink of water, leaving the light on and the door open, wanting a special toy or blanket, thumb-sucking,

hair-twirling, crib-rocking, etc.

Here are a few suggestions that may help you get the job done.

Tips to help get Johnny or Susie into bed:

- Make a game of having the children put all their toys to bed, one by one. This might put them in a better mood for going to bed themselves.
- Talk with them for a few minutes about all the good and pleasant things they'll be able to do the next day when they wake up. But for this they need their sleep, so that they'll be fresh and rested and ready to go again.
- It might help to put them in the right mood by telling them a story about how *you* went to bed when you were their age.
- Something warm to drink—like hot chocolate—works with certain children.
- Offer to tell their favorite story or to read their favorite book—but *only* after they're in bed.
- With some children it works to just swoop them up in your arms and carry them off to bed. But you will have to know how to do this in a pleasant way. Otherwise you may have a temper tantrum on your hands.

Tips to help Johnny or Susie get over their fear-of-the-dark feelings:

- Spend time with the children in their bedroom. Give them three or four big good-night hugs, and make a big deal out of tucking them in.
- Offer to read to them, or to tell a story. Choose a pleasant or a happy story, because talking about ghosts or haunted

houses at bedtime might add to the children's fears.

- Singing can be fun and pleasant, and you don't have to have a trained voice. Of course, soft and quiet songs are best.
- Leaving a small light on can take away some of the fear of the dark. Sometimes just keeping the door open and having a light on in the hallway works just as well.

If children rock, shake, scream, or go through other unusual motions before going to sleep or while sleeping, it may be because of a dream, a nightmare, or just their usual behavior. You may need to comfort them, be in the room, let them know that you're looking out for them, etc. Or, you may need to rock them in your arms, or cuddle them gently, offer a favorite toy, and/or sing and hum a gentle song. This will reassure them that nothing will happen to them while sleeping or by going back to sleep. It won't help much to try to explain this to children; your attitude and actions will do it much better.

4. Discuss with sitters the idea that if bathing is part of the child's routine and part of the parents' instructions, follow their instructions closely. In this context discuss *Safety and Young Children*, EB 1271.
5. Likewise, be sure they understand the importance of and the reasons for the bedtime safety suggestions.

6. Show the slide set *Baby-Sitting*:

Order this slide set through your Extension agent well in advance of your meeting. This will allow you to preview it and become somewhat familiar with its content. Part 2 takes about 13 minutes to show. It presents information on how children of various ages are, such as their characteristics and needs, and some tips on care and appropriate activities for these age levels. It will briefly discuss some ground rules for sitters, several problems that arise and suggestions for handling the problems in a suc-

cessful manner.

Before showing the filmstrip ask group members to write down the ground rules that they hear (there are five), or any questions that they have, or ideas that they would like to talk more about.

and points covered.

You might encourage group members to try actually feeding or putting a young child to bed, and then making a brief report to the group on their experience. They could also observe and assist their own mother or a friend as she performs these routines.

7. Discuss "Lesson 5 Summary" the major ideas

8. Introduce the next meeting agenda.

LESSON 6: EMERGENCIES

MEETING 15: AN OUNCE OF PREVENTION

Key Idea: Responsible sitters must know how to prevent emergencies, and how to deal with them in a capable manner when they do happen.

Meeting Agenda

- Welcome participants.
- Discuss: What is an emergency?
- Discuss: What is an ounce of prevention?
- Safety precautions checklist and home safety tour.
- Audio-visual presentation on home accidents—prevention and safety.
- Summary.
- Introduce the next meeting agenda.

Materials Needed for This Meeting

- “Safety Precautions Checklist” (member guide).
- A home for a “home tour.”
- Guest speaker or film.
- Appropriate projection equipment, film, filmstrip, a slide projector, cassette player.

What To Do

1. Greet and make welcome group members as they arrive. Assemble the group in your teaching area.

You might inquire of group members if they have any experiences to report about their mealtime and bedtime activities. Did they fix and feed a meal or snack, or observe an adult

doing it? What about bedtime experiences?

2. You may begin by asking the group, “What is an emergency?” Ask them to tell what an emergency would be to them while out on a sitting job.

“Emergencies are those things that always happen to someone else, never to me.”

Emergencies may be different things to different people, but may be situations or happenings such as:

- *Accidents*—falls, cuts, scratches, burns, slivers, pinched fingers, dirt/sand in the eye, insect stings, dog bites, etc.
- *Fires*—grease in a pan, bedding, electric appliance, cigarette, carpet, or entire house.
- *Illness*—sudden fevers, stomach or abdominal cramps, convulsions, headaches, unconsciousness.
- *Electricity goes off*—power failure, blown fuse, or electrical storm, etc.
- *Furnace*—won’t work.
- *Smell of gas*—(natural) in the house.
- *Water accidents*—choking, drowning, etc.
- *Telephone line*—out of order.
- *Neighbor’s house or close neighborhood area*—on fire.
- *Sudden severe weather disturbances*—high winds, earthquake, hail storm, dust storm, severe thunder and lightning, flash flood, etc.

Discuss with the group these suggestions

and their own on emergencies in order to get across the idea of the variety of things that might be considered an emergency. They are happenings that we don't expect, that occur without warning, may not have experienced before, and that we may not have the knowledge or skills to deal with.

3. There is an old saying, "An ounce of prevention is worth a pound of cure." Ask members to explain what this saying means to them. Discuss their responses, and clarify if needed.

The rest of this meeting's activities are designed to help us see how to make that "ounce of prevention."

4. Read, discuss "Safety Precautions Checklist" and make any necessary explanations.

After this experience talk about the need to know and become familiar with the physical aspects of the home where sitting is done. Talk about the need to have a tour of the home that sitters sit in. On this tour they should see and know where certain items are located, and how to operate them. For example:

- Electrical switch box, the master switch, how to reset fuses, or replace them.
- Main water valve to the house, valves to hot water heater, under sinks, dishwasher, etc.
- Location of light switches for rooms, stairways, etc., and where replacement bulbs are located and how to replace a light bulb and discard the used bulb.
- Switches for electrical appliances.
- Locks on main doors, or outside screen doors, garage, gates, etc.
- Fire extinguisher(s).
- Telephone.

You may want to use your home for a tour, one of the group member's homes, or tour

a new home under construction (with permission). But, whichever home you use, let this be a "hands-on" experience so that sitters know how to and become familiar with turning valves, pushing and pulling switches, getting into cabinets to turn water off and on, etc.

Also, as you tour a home, ask them to observe conditions for safety, such as door latches and locks, windows, electrical cords and plugs, how lighting is used, stairs, how chemicals, soaps, and cleaners are stored, food handling and sanitation, toy storage, safe areas inside and outside of home, closeness of streets for traffic, presence or absence of fences, swimming pools, etc. Refer to the items on the "Safety Precautions Checklist." This can be a fun and fascinating learning experience.

5. If possible, and in advance of this meeting, arrange with your local Red Cross, or emergency rescue organization, or fire or police departments for a speaker, a movie, a film or filmstrip, or a slide/tape presentation on the prevention of emergencies.

If you can obtain some audio-visual material be sure that you preview it before your meeting. As you preview it, jot down the main ideas and points presented. Before showing it to your group, tell them the areas and ideas that will be covered in the presentation. You may also want to make up a few key questions about the material and ask members to look for the answers as they view it. The same applies to special speakers who may make a presentation for you.

Be sure that your guest speakers understand the topic that you want, and you be sure that you know exactly what they will do. Ask them to use visuals to illustrate their talk, with pictures, books, charts, etc. Remind them of the age level of your group and their attention span.

6. Summarize quickly and briefly the main ideas that need remembering by sitters.
7. Introduce the next meeting agenda.

MEETING 16: COPING WITH EMERGENCIES

Key Idea: In case of emergencies, sitters need to know what to do and how to react swiftly and safely. Basic first aid knowledge will help sitters sit with confidence.

Meeting Agenda

- Welcome.
- Discuss how we learn about accidents and safety.
- Discuss potential dangers in homes—*Because You Care for Your Kids*. U.S. Consumer Product Safety Commission, Washington, D.C. 20207.
- Discuss first aid basics from “Safety.”
- Film or speaker on first aid.
- Summary and wrap-up.
- End of project activities.

Materials Needed for This Meeting

- *Because You Care for Your Kids*, (Extension office).
- A film or speaker on the basics of first aid.
- “Lesson 6 Summary” (member guide).
- Baby-sitting card (Extension office).
- Baby-sitter’s test (member guide).
- Test answers (leader guide).

What To Do

1. Greet and make welcome group members and guests as they arrive and assemble in your teaching area.
2. You could begin the meeting by asking the group “How do children learn about accidents and safety?” and “How do you learn about accidents and safety?” (Accept their responses.)
3. Present and discuss the appropriate material on dangerous areas in the home.
4. Read and discuss some of the types of accidents and injuries in the safety bulletin. Discuss with members “how” each accident may occur and “why” you treat it as you do.

Guide the discussion around these three learning methods: example, instruction, and experience.

By way of illustration let’s elaborate a bit on each one. Children learn by the *example* that is set for them by older children, youth, and adults. If they don’t see the important people in their lives being careful, following good safety procedures, or talking about why safety is important, it is likely that they will lack the same respect for safety and accept conditions as they are.

Instructing children in safe practices and safety procedures is tedious and time consuming, but very important. They do not learn cause and effect relationships with one teaching. The relationship must be stated and shown over and over again. For example, think about the effort and process involved in teaching safety practices and attitudes to a young child regarding not playing with matches, using a pocket knife or butcher knife, touching the hot stove, pulling the dog’s ears or the cat’s tail, etc.

This brings up the final way children learn and that is *experience*. Children often fall and get bumps and bruises, or cut with a knife or bitten by the dog. These effects are usually unpleasant and unfortunate ways to learn caution and safety. Sometimes experience is such a harsh teacher that the child doesn’t survive. But, we hope that doesn’t happen.

This is intended to provide a more practical and applied experience for the sitters.

5. If possible and appropriate, arrange in advance for a film, demonstration, or speaker on basic first aid. You might consider possible resource persons from your community, such as a public health nurse, a family physician, a Red Cross worker, a fire or police person, a member of an emergency rescue patrol, etc.

If you have made the above arrangements, present the film, or slide/tape show, or introduce a guest speaker. Be careful to present materials that are at an appropriate level based on your group's knowledge and experience.

6. Refer to "Lesson 6 Summary." Summarize the major points covered during this meeting, make any necessary clarifications, and answer any questions.

You may want to present a brief review of lessons 4, 5, and 6 in order to refresh ideas and to tie everything all together in a final way. This will be your option. Or, you may want to administer the "Baby-Sitter's Test." Score it and compare first and second test scores and check on improvement.

7. Since this is the final meeting of this project you may want to hold some special activity or social event for your group.

You could have sitter cards available and

sign them as evidence the participants have successfully completed this training program. We, however, do not recommend publishing a list of sitters' names in the local newspaper as qualified sitters, printing their pictures in the paper, or in any way making a list of their names available in public places. This practice may create difficult problems and hazardous situations for the youth in the program.

Here are a few additional ideas for final meeting activities:

- Demonstrate how to read a story to young children.
- Do a role-play or skit on how to handle various sitting problems.
- Display sitter's kits.
- Demonstrate a variety of finger plays learned from sitter materials or original creations.
- Demonstrate some basic first aid skills.
- Demonstrate various creative ways to answer the telephone or door.

CONGRATULATIONS! You have almost made it through!

There is one last activity that we really need your help with. Please see the next page.

THE SITTER

COMMENTS

As a tax-supported program we must account for our use of funds and try to assess the impact of our programs. Please take a few minutes and write your comments down about the items listed below. Your comments are important and will help us make our programs more effective and better meet the needs of you and other folks in the community.

How many youth were trained in your program?
_____ Boys, _____ Girls

How many adults were involved? _____ Leaders, _____ Teachers, _____ Volunteers

Briefly describe the racial makeup of your youth and adult helpers. How did the youth like the lessons? What was good? What didn't go well? What needs changing?

As a leader, how do you feel about the materials and activities? What did you like? What didn't you like? How would you change it?

In your opinion, do you think this training made, or will make, any difference in the life of the youth?

Any other comments or suggestions?

Please send your comments—anonynously if you prefer—to:

Herbert G. Lingren
120B Leverton Hall
University of Nebraska-Lincoln
Lincoln, NE 68583-0837

ANSWERS TO BABY-SITTER'S TEST:

- | | |
|-------|-------|
| 1. T | 19. F |
| 2. F | 20. T |
| 3. T | 21. T |
| 4. T | 22. F |
| 5. F | 23. T |
| 6. T | 24. F |
| 7. F | 25. F |
| 8. F | 26. T |
| 9. F | 27. F |
| 10. F | 28. T |
| 11. T | 29. T |
| 12. F | 30. T |
| 13. T | 31. T |
| 14. F | 32. F |
| 15. T | 33. F |
| 16. T | 34. T |
| 17. T | 35. F |
| 18. F | |